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ABSTRACT

This study was an educational assessment of the CNN (Cable News Network) Newsroom by enrolled users throughout the state of Georgia. CNN Newsroom is a 15-minute commercial-free newscast aimed at students in public school classrooms. Supplementing the newscasts are daily curriculum guides (available electronically) that outline questions and concepts for teacher-directed activities in the classroom. The purpose of this study was three-fold: (1) to determine demographic and logistical factors influencing use; (2) to determine teacher practices characterizing use; and (3) to obtain user ratings of the CNN Newsroom by enrolled users. A 22-question survey instrument was designed and sent to all 621 educators in Georgia who had enrolled in the free CNN Newsroom program. The majority of the users who responded: were from county school systems; work at the elementary level; teach a social studies curriculum; have 16-to-20 years experience; and hold a master's degree. Generally, the teachers spent five minutes or less introducing the segments and use the service occasionally rather than daily. The user questionnaire is included in the appendix. (Contains 17 references.) (Author/JLB)

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UTILIZATION OF CNN NEWSROOM IN SCHOOL CLASSROOMS

by
Sandra S. Jordan
1994

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UTILIZATION OF CNN NEWSROOM IN SCHOOL CLASSROOMS

by
Sandra S. Jordan

A SCHOLARLY STUDY

Presented in Partial Fullfillment of Requirements
for the Degree of Specialist in Education
in Library Media Technology
in the
Department of Curriculum and Instruction
in the
College of Education
Georgia State University

Atlanta, Georgia

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ABSTRACT

UTILIZATION OF CNN NEWSROOM
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by
Sandra Sue Jordan

Purpose

This study was an educational assessment of the CNN Newsroom by enrolled users throughout the state of Georgia. The purpose was three-fold: (1) to determine demographic and logistic factors influencing use; (2) to determine teacher practices characterizing use; and (3) to obtain user ratings of the CNN Newsroom by enrolled users.

Methods and Procedures

A twenty-two question survey instrument was designed and sent to all 621 educators in the state of Georgia who had enrolled in the free Turner Educational Systems CNN Newsroom. Frequencies and percentages were used to report the results.

Results

The majority of the users who responded were from county school systems (83.87%) and worked at the elementary (39.61%) level. These users had 16 to 20 years (29.85%) experience and held a Master's degree (46.43%).

Logistical factors involved the services of the media specialist who most often (78.48%) taped CNN Newsroom for use. Equipment to show the program was readily available (93.59%) as was the Daily Curriculum Guide (73.10%).

Of those enrolled users who responded, teacher practices which characterized the use of CNN Newsroom found that users most often (47.73%) spent five minutes or less preparing to use the program and two minutes or less (55.73%) introducing segments to students. Occasional use (64.56%) of the program was more prevalent than daily use (35.44%). Regardless of level Social Studies classes used the program more (40.83%) than any other class. Science classes were a distant second (14.50%). Tuesday's International Day segment topped usage (26.92%) with Thursday's Science Day following (24.23%). The daily Top Story was used most often (28.46%) followed by a tie between Anchor Desk and At Issue (19.65%). The Daily Curriculum Guide was sometimes (25.53%) or usually (23.40%) used. CNN Newsroom was used on the day it is recorded usually (41.55%) or always (35.92%). The program as a whole was usually (33.33%) or always (35.92%) used.

Conclusions

According to the results of the study, the profile of a typical CNN Newsroom user would be a county school system elementary teacher with a Master's degree, 16 to 20 years experience and teaching a Social Studies curriculum. Influencing this teacher's use of CNN Newsroom would be cable access, TV and VCR availability, Daily Curriculum Guide availability, computer online access; and the services of the media specialist to tape the program. Most often used segments of the program would be the daily Top Story and Tuesday's International Day. They would usually be used on the day that they were recorded. The teacher would spend less than ten minutes planning to use CNN Newsroom and less than five minutes introducing segments to the class. All CNN Newsroom program segments were rated as good with its usefulness as an instructional resource rated as superior.

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CNN Newsroom in

School Classrooms

Some education forecasters predict that electronic learning is the predominant educational methodology of the future and electronic delivery modes such as educational television programs will influence the movement. Like teachers, television influences the lives of students. Mary Alice White, leading learning theorist and professor at Columbia University's Teachers College, states "Information is shifting from print to imagery, ... and the shift ... is affecting deeply how we see our world, how we think about it, and how we solve (its) problems." (CNN Video Link: User's Manual)

In 1989 Turner Broadcasting System, Inc. in Atlanta, Georgia, debuted CNN Newsroom, a daily fifteen-minute television news program free of commercials and aimed at students in public school classrooms. The program which airs at 3:45 a.m.(ET) is taped by participating schools and teachers play it at their discretion for their students during the school day.

Supplementing the newscast is a daily curriculum guide for teachers prepared by Teachable Tech, Inc. An integral component of CNN Newsroom, the guide is electronically distributed and outlines questions and concepts for teacher-directed activities in the classrooms using the program. The program is a public service available for the cost of electronic mail charges to access the guide. CNN Newsroom has been endorsed by five major national eduction groups, including the National PTA and the National Education Association, all of whom cited it as an exemplary contribution to education.

In February of 1990 there were approximately 5,000 districts nation-wide signed up to use the commercial-free program in their schools. (Albert, 1990). In March of 1990 more than 7,500 schools were enrolled in the CNN program. This growth was based on local cable company promises to connect non-cable schools to cable gratis if they signed up to utilize CNN Newsroom in their schools. While many schools took advantage of this offer, only half of these schools were actually using the CNN Newsroom in classes at this time. (Time, March, 1990). In November of 1992 more than 23,000 schools were enrolled in the CNN program (Pugliese, 1992). The majority of research found while

exploring CNN Newsroom focused on Whittle's Channel One news. Consequently, there appeared to be a need to investigate CNN Newsroom's application and value.

Statement of the Problem

The purpose of this study was to determine who is using Turner Educational Systems' CNN Newsroom and its accompanying materials in school classrooms, and how useful they find the materials for instruction. Specifically the following questions were investigated:

1) What demographic and logistic factors influence the use of CNN Newsroom?
2) What teacher practices characterize the use of CNN Newsroom?
3) How is CNN Newsroom rated by classroom teachers?

Significance of the Study

Sight, sound and information make up a "global village" communicated to us through our most powerful communicator of imagery, television. The study was an educational assessment of CNN Newsroom by teachers currently enrolled to use the program. As such it might assist producers and directors responsible for its refinement and further development and be of value to prospective users of the program. To be successful in preparing students, educators

and producers must cooperate to enhance learning for the coming electronic generation, the age of visual literacy.

This study filled a definite gap in the current knowledge about the classroom use of CNN Newsroom and its potential for further research.

Delimitations

This study investigated the use of CNN Newsroom in the public and private school classrooms in the state of Georgia. A mailing to 621 enrolled users was provided by CNN Newsroom. All levels, elementary; middle, secondary, and college, appeared on their mailing list. No generalizations can be made about the use of CNN Newsroom in other demographic areas.

Definition of Terms

Curriculum Guides: those daily lesson plans downloaded by electronic methods to supplement the daily newsroom broadcast and provide direction for teacher preparation and use of the news program in the classroom.

Enrolled Users: those teachers who completed an enrollment form (Appendix A) giving them the legal rights to video tape CNN Newsroom every day, edit tapes as needed for classes, and archive tapes for as long as wanted. These teachers also receive the Newsroom Newsletter three times a

year. There was no cost to the teacher to enroll in this program.

CHAPTER 2

REVIEW OF THE LITERATURE

Few studies have been conducted on specific instructional television programs. Many been completed about instructional television in general. As a background for this study, this chapter discusses the background of instructional television, Christopher Whittle's Channel One and Turner Broadcasting's CNN Newsroom.

Instructional Television:

While instructional television has been utilized in education since the early 1930's and studied extensively since the 1960's (Cited in McConnell, 1990), the concept of television as an interactive teaching tool is in its early stages. The introduction of video tape recorders, fax machines, computers, modems and satellite dishes into the educational setting dramatically increased the importance of television in education. These technologies increased the opportunities to expose students to a greater amount of information in a greater variety of formats. Television is no longer viewed as an entertainment stimuli in education. It is used primarily to supplement instruction.

Familiarity, pleasure and ease of viewing, its ability to capture the rare or distant, to expand and contract time, to depict realistically, to animate and to concretize are among the advantages of television instruction. It can also be an effective means of affecting emotions and attitudes. The instructional content can be widely shared and often repeated, with a resultant low cost per student (Dorr, 1992). Because television programs do not stop to answer questions or adjust to individual differences, substantial use of videocassettes has emerged (Feasley, 1992). The use of the television in conjunction with the video tape recorder opened the world of television programing to educators by permitting use of programs at a time convenient to class viewing. The use of the pause control allowed teachers to use television programs as an interactive teaching tool by stopping the program at will to discuss critical points or issues.

Time is the factor most often associated with the disadvantages of utilizing television in the classroom. Lack of time for previewing programing, lack of time to prepare instructional materials, lack of time to follow-up with related activities in the classroom. Other educational personnel such as the media specialist can assist the

teacher in best utilizing his/her time. By accepting the task of recording the program and downloading supplemental materials for teacher use in the classroom, and by getting advance notice of upcoming programs to teachers immediately upon receipt, the media specialist aids in maximizing technology to benefit knowledge.

The unavailability and malfunctioning of equipment is another major deterrent to use of television programing. There are still many schools who do not have the necessary television sets, video tape recorders, fax machines, computers, modems and satellite dishes to allow easy accessibility to available programing.

A study by Aimee Dorr argued in 1992 that home viewing develops the use of information-processing skills and that students could use viewing time at school to practice those information-processing skills involved in reading, face-to-face interaction and other delivery systems. Although television clearly can instruct, there is no empirical reason to believe that television programing is any more or less effective than any other means of instruction (Cited in Feasley, 1992). The goal of effective use of television is to improve education. The temptation to glorify that use by

searching for problems it can solve must be resisted (Clark, 1992). Instructionally relevant content must be presented in the program. The more time devoted to the content and the more often it is repeated--exactly and with variation--the better it will be learned. The way in which content is presented also matters: well-organized, clearly presented content that can be easily encoded for storage in memory is better understood and recalled. Programing techniques that encourage active viewer participation, provide feedback of participation, and offer reinforcement for participation also enhance learning. When viewers are led to believe that it requires effort on their part, learning from television increases. Television content is more likely to be attended to, understood, recalled, and accepted when its context is familiar to the viewers, its appearance is realistic, its credibility is high, and its teachers or characters have high status and characteristics with which viewers identify or to which viewers aspire. Finally, content is better learned when it is part of programing that produces moderate arousal in viewers (Dorr, 1992).

Two major efforts emerged in 1990 to introduce television news broadcasts into the classroom. While this

paper focuses on the use of CNN Newsroom in the classroom and is not a comparative study, it is prudent to review both programs.

Channel One:

Media entrepreneur, Christopher Whittle, developed a 12-minute newscast tailored for a teenage audience. Great controversy arose over his endeavor because of 2 minutes of commercial advertising included in each broadcast. To entice educators to subscribe to his programing, Whittle offered each school one 19-inch television per each 23 students, two VHS-format videocassette recorders, and a fixed, KU-Band satellite dish and the equipment necessary to receive Channel One programing (Eshbaugh, 1991). In return, districts must sign a three-year contract most of which say districts must show 93 percent of the programs to at least 95 percent of their students. They can stop showing the programs at any time, but would then lose their equipment (Albert, 1990). The focus of Channel One's emergence became the controversy over commercial advertising and not the impact of a newscast program in the classroom.

Channel One opens its broadcast with approximately three minutes of national and international news. A zoom-in

map precedes each story to identify where the story is happening. These headlines are followed by detailed single story segment and a one minute commercial. After the commercial a weekly, five-part series is aired followed by another one minute commercial. To end the program a rotating feature of interest to a teenage audience is presented. Young hosts and reporters who are casually dressed are featured in this fast-paced, high energy show (Haney, 1989).

Channel One awarded a $900,000. research grant to study the impact of Channel One on students over a three year period. A variety of research strategies are used to study Channel One's impact on student learning, classroom teaching, and curriculum organization (Eshbaugh, 1991). The first year of this study Taking the Measure of Channel One: The First Year, was completed in the fall of 1991. A summary of the year's research follows:

"The first full season of Channel One shows covered a wide variety of topics. Virtually none of the topics was covered in great depth. Nor were stories picked up on in a cyclical fashion, providing opportunities for viewers to

gain deeper understanding through repetition and variation on a single idea.

As observers and critics we would describe Channel One as an attractive and compelling news show. It has high production values, good talent in the reporters, and deals with interesting topics. But, like any news show, it is weak on the characteristics essential for conceptual learning--repetition of key facts and explanations of how and why facts are interrelated. By itself, as a news show it may lack ingredients essential to altering viewers' structured knowledge of world events. If mediated by adults in the viewing environment--in particular, by teachers--this may not be the case.

Based on an analysis of the introductory broadcasts of Channel One in March-May of 1990, several characteristics were noted that might affect teen views of people around the world and the interest of viewers in keeping up with the news. One was its repeated use of segments which provided a teen perspective on events. Second was the World Class feature which provided, on alternating weeks, more in-depth looks at key news stories. This potential to shape attitudes and motivation may have been compromised by two shifts seen in the 1990-91 broadcast year: a reduction in

the amount of 'teen perspective' provided for hard news stories, and the shift in content of the Five-Part series to covering more general interest topics.

Having said this it needs to be noted that Channel One evolved last year, and is still evolving this year. Under a new producer Whittle is experimenting with the format in an attempt to maximize its impact. This report of viewing effects is based on the show as it was delivered at a particular point in its history" (Johnston, Brezezinski, 1992). The bottom line as reported in the study was that the programs effect on the measured current events knowledge of the average viewer was quite small. Impact may be increased if more teachers decide to discuss news from the shows making television an interactive teaching tool (Johnston, Brezezinski, 1992). For this to occur, the concept of showing Channel One at the same time (end of period) to all students in the school will have to change.

CNN Newsroom:

In a countermove Ted Turner's Cable News Network began offering a 15-minute commercial-free newscast, supplemented by electronically delivered Daily Curriculum Guides available at a nominal cost per year (Haney, 1989). The guides outline questions and concepts for discussion,

classroom and homework activities. They are prepared by a consortium of educators who work overnight to have them ready for downloading by early morning. No contracts are involved.

CNN Newsroom, is designed as a VCR program. It is telecast at 3:45 a.m. each morning. Schools can videotape the program for playback at teacher convenience throughout the day. While Turner does not offer free equipment, many cable operators will connect non-cable schools gratis if they sign up for CNN's program (Zoglin, 1990).

CNN makes three major assumptions about the use of video in the classroom: 1) the written word must support the video, 2) television use must conform to the agenda of the classroom, and 3) video must support the existing curriculum (CNN User's Handbook, 1991).

Support of the video by the written word is evident in the Daily Curriculum Guides available to teachers using CNN Newsroom. A four page guide to the day's program is available electronically. Among its many features,the guide contains a one-page summary of the broadcast, running times for each segment, suggested activities, key terms for vocabulary study, additional reading suggestions, references

to other CNN Newsroom programs, helpful ideas for teachers, and advance information on the next day's program (CNN's promotional brochure, Meeting the Challenge). The CNN Newsroom Daily Curriculum Guides allow the individual teacher to customize the program to his/her own needs.

The show is delivered by many of CNN's regular reporters. Stories on CNN Newsroom are longer than those on Channel One and less flashy (Haney, 1989). Teachers have the choice of *Top Story*, an in-depth report of the most important news of the day, the *Newsreel*, an overview of stories of national and international interest, and a daily *Desk* report on topics that connect to the curriculum. *Our World* contains stories of timely interest to teenage audiences. Each day of the week focuses on different topics. Monday is *Future Desk* featuring global issues, developments and unfolding trends in the news and anticipated events in the week ahead. Tuesday features the *International Desk* which explores selected international events around the world with CNN cameras and leading news organizations from other nations. Wednesday is *Business Day* where the exciting world of business and commerce is examined and students receive explanations of how news from Wall Street affects Main Street. Thursday is *Science Desk*

where scientists and explorers are identified along with reporting scientific achievements which will shape tomorrow. Friday is the *Editor's Desk* which helps develop students' communication skills by surveying the world of media, human interest stories, news reporting and editorial features. (CNN's promotional brochure, Meeting the Challenge).

Relating classroom content to the outside world through the ongoing use of CNN Newsroom makes the classroom more current and vital. Spontaneity, flexibility, and collaboration among educators can make the use of CNN Newsroom productive and rewarding for both teachers and students. The content is guided and controlled by a professional educator choosing only those segments which are relevant to the curriculum. Viewing is frequently interrupted with the use of the pause control to allow the teacher to interact with the students.

CNN Newsroom is a timely, relevant broadcast capable of conforming to the agenda of the classroom. Its twenty-four hour news service and daily program contributes to the enhancement of education in a rapidly changing world. The teacher is not using a pre-packaged curriculum. They are designing instruction, integrating television materials, and

using them with students on a daily basis (Burkart, Rockman, Ittleson, 1991).

CNN Newsroom follows three mandates learned from educators: First, to repurpose programs into usable segments of brief duration to fit the instructional agenda of the classroom; second, to support the use of these videos with the written word to assist the teacher in their use, and third, to conform to the curriculum that already exists in schools and not impose a new one from the outside (Rowe, 1991).

Only one study has been done on the CNN Newsroom, and that was done by CNN itself. The results of the study done by Burkart, Rockman, and Ittelson resulted from observations in classrooms. Their final document, "Touch the World:" Observations on the Use of CNN Newsroom in Schools, reflects a favorable review of the newscast. The study is a report on the best use of the newscast in hand-picked school settings. As of this date, no objective study of CNN Newsroom has been commissioned.

Summary:

Two television newscasts are available to educators. Major research showed that the impact on increased student

knowledge after viewing Channel One was minimal. Whittle is still evolving his program.

CNN recognized that there is an appetite for contemporary information in schools and that such information, properly configured, can support traditional forms of instruction. CNN Newsroom is television used as a springboard to learning, as an active learning tool (Rowe, 1991).

Passive television viewing is a waste of time. CNN has made every effort to provide classroom teachers with the tools to make television an interactive experience for their viewers. Use of these tools demands cooperation between the classroom teacher and either the media specialist or the technology coordinator who will take responsibility for accessing the materials on a daily basis. It is the duty of the person who records the program and downloads the guides to do a quick preview of the daily material and direct the material to the appropriate classroom teachers.

The Daily Curriculum Guide is the greatest asset of the CNN Newsroom program. It is this tool which allows the teacher the freedom to customize for individual class needs. The entire guide is based on the elements of Bloom's

Taxonomy--knowledge, comprehension, application, analysis, synthesis and evaluation.

According to R.E. "Ted" Turner, TBS President and Chairman of the Board, "CNN Newsroom can be our teachers' most effective tool for teaching the full range of events, from international politics and geography to the latest development in science. We want CNN Newsroom to be used in every school in America, and we will work with educators and parents to make sure that it deserves to be." (Cited in The Gifted Child, 1989).

CHAPTER 3

METHODOLOGY AND PROCEDURES

A survey questionnaire methodology was used in this descriptive study to determine the number of teachers who are currently using CNN Newsroom as a part of their curriculum. Major demographic and logistic factors influencing the implementation of CNN Newsroom in the classrooms were explored. Teacher practices characterizing the use of CNN Newsroom were determined. Finally, teachers were asked to rate the programs and supplemental materials provided by Turner Broadcasting to facilitate use of CNN Newsroom in the classroom.

Population:

All educators who were enrolled as users of CNN Newsroom in the state of Georgia were selected as the population for this study. The sampling frame was defined as educators whose names appeared on a mailing list registered with Media Management, Inc., a public relations firm based in Yardley, Pennsylvania. Media Management, Inc. maintains the mailing list of enrolled users for CNN Newsroom. Educators of both public and private schools and representing all grade levels made up the mailing list. The

list contained 621 enrolled users in the state of Georgia. The following categories made up the 621 enrolled Georgia users: 502 library/media specialists, 27 department chairs, and 92 classroom teachers. Table 1 represents the number of enrolled users in Georgia by school type and grade level.

Table 1
Enrolled Georgia Users of CNN Newsroom

LEVEL/TYPE	ALL	PUBLIC	PRIVATE	PAROCHIAL	UNKNOWN
Elementary	265	254	4	2	5
Middle	121	118	1	2	0
Junior High	16	16	0	0	0
Senior High	165	154	7	2	2
K-12	21	9	12	0	0
Unknown	33	23	8	1	1
TOTALS:	621	574	32	7	8

Instrument:

The survey instrument (see Appendix B) was designed to determine how many teachers are currently making use of the CNN Newsroom program provided by Turner Educational Systems

and if teachers are not using the program, the reasons they are not. The instrument consisted of an introductory section containing questions requesting demographic and logistic information to determine whether or not CNN Newsroom is used by the teacher. Respondents were asked if they used any other daily television news program in their classes. Four major sections of questions on specific aspects of usage followed. (1) Accessibility to the program contained questions inquiring about the delivery system/method by which the program was obtained for use and whether or not the program and its guides were readily available to the teacher or difficult to obtain. (2) Classroom utilization requested information on time involved in preparing to use the program and whether or not the Daily Curriculum Guides provided by CNN Newsroom were used in preparation. Questions were devoted to when the program was used, whether or not the entire program was used, and if not, what segments were incorporated into the teacher's curriculum. (3) Rating CNN Newsroom required the teacher to rate ten different aspects of the program on a scale from Superior to Poor. This section also offered the teacher a place to make personal comments regarding the

program. (4) Barriers to program use dealt with questions requesting reasons for not using the program such as lack of equipment and lack of flexibility in the curriculum to permit its use. Respondents were also asked to list other factors which deterred the use of CNN Newsroom in the classroom.

The questions from the introduction, accessibility, and barriers sections were intended to measure the first research question dealing with demographic and logistic factors in the use of CNN Newsroom in the classroom. Research question two regarding teacher practices characterizing the use of the program in the classroom were measured by the classroom utilization section; and the rating chart measured the third research question in the study.

Field testing of the instrument was done by a group of fourteen professional media specialists from three different counties participating in the six-year research paper class At Georgia State University. Two social studies teachers from McEachern High School and one reading teacher from Dodgen Middle School who use CNN Newsroom in their

classrooms also tested the instrument. Suggestions made by these professionals were incorporated into the final survey along with input from Turner Educational Services.

Data Collection:

Enrolled Georgia users were sent a survey packet which contained the survey instrument, a cover letter explaining the project, and a self-addressed stamped envelope for returning the survey. Packets were mailed out on January 5, 1993 by Media Management, Inc. in Yardley, Pennsylvania. Respondents were asked to return the survey no later than January 27, 1993. Since information in the survey could not be construed to be sensitive, confidentiality was not a factor and respondents were requested to voluntarily identify themselves to be eligible for a prize drawing by returning their survey. Due to the large number of surveys mailed, no tracking of the mailing was done. Assurances of confidentiality of respondents in the final report were made and honored.

Data Analysis:

Tabulation and analysis of data received from respondents was accomplished with the assistance of a

computerized database package. Upon receipt of each survey, individual responses were recorded on the database. The survey was numerically coded and the hard copy filed in numeric order to be kept for reference during the tabulation and analysis stage of the project. Before final tabulations were made, data was printed and cleaned up by comparing the electronic information to the hard copy. The data requested on the survey instrument was tabulated as a numerical count reported by frequencies of occurrence.

CHAPTER 4

RESULTS

The purpose of the study was to explore the use of CNN Newsroom in public and private school classrooms. Three hundred twenty-eight (52.82%) of the 621 surveys mailed throughout the state of Georgia were returned. The first question in the survey was to determine if those surveyed were in fact users of CNN Newsroom. Of the 294 who responded to this question, 158 (53.74%) were either daily or occasional users while 136 (46.26%) never used CNN Newsroom (See Table 2).

Table 2
Use of CNN Newsroom

Frequency of Use	n = 294	n	%
Daily		56	19.05%
Occasionally		102	34.69%
Never		136	46.26%

Two hundred seventy-seven responses were received to question two which requested information on other daily television news programs. Seventy-three (26.35%) of those responding do not use any other daily television news

program in class. Responses of those who do use other daily television news programs in class are recorded in Table 3.

Table 3
Use of Other Daily Television News Programs

Programs	n = 204	n	%
Whittle's Channel One		40	20.10%
Local News		9	4.42%
Other CNN News		5	2.45%
Carmen San Diego		5	2.45%
PBS		3	1.46%
NICK News		2	.98%
TLC		2	.98%
C-Span		1	.49%
Discovery Channel		1	.49%
ETV		1	.49%
Other		2	.98%
No Response		133	65.20%

Logistics of Receiving CNN Newsroom

Survey questions 3 through 8 dealt with the accessibility (delivery system/method) of getting the broadcast into the school for use. Of the 152

respondents to the inquiry regarding how the school receives CNN Newsroom, all but one access the program via cable. One respondent listed satellite access.

Question four brought 158 responses which showed that the program is taped most often by the media specialist (124 or 78.48%), followed by the user (25 or 15.82%) and others (9 or 5.70%). The nine others included a variety of people from the school secretary to another teacher who taped the program at home and brought it to school for use.

The TV and VCR necessary to show the program was readily available in 146 (93.59%) cases and difficult to obtain in only 10 (6.41%) cases of the 156 responses.

Questions six , seven , and eight dealt with the Daily Curriculum Guide. Of the 145 respondents to availability of the guide, 106 (73.10%) stated that the guide was readily available; while 39 (26.90%) stated it was difficult to obtain. According to 130 respondents, 87 (66.92%) media specialists initially obtained the guide, 13 (10%) users, and 30 (23.08%) "others." The "others" listed were a variety of individuals based on the location of the school modem and phone line.

The access vehicle through which the curriculum guide was downloaded varied greatly within the 117 responses. The major access vehicle was the State Department of Education Network (49 or 41.88%). Written comments on the survey indicated that respondents considered GCEduNet a part of the State Department of Education. Many of the respondents (46 or 39.32%) did not know how the daily curriculum was accessed by the school (see Table 4).

Table 4
Access Vehicle for Daily Curriculum Guide

Access Vehicle	n = 117	n	%
America Online		6	5.13%
GTE		6	5.13%
X-PressX-Change		6	5.13%
MCI Mail		4	3.41%
State Dept. of Educ. Network		49	41.88%
Don't Know		46	39.325

Classroom Utilization

Questions nine, ten, and eleven covered subject areas in which CNN Newsroom was used (see Table 5), days on which special curriculum segments are offered (see Table 6), and

which segments are used (see Table 7). These three questions asked the respondent to check all that applied.

Table 5
Subject Areas in Which CNN Newsroom is Used

Subject Area	n = 262	n	%
English		20	7.63%
Foreign Language		5	1.91%
Gifted		11	4.20%
Math		8	3.05%
Reading		22	8.40%
Science		38	14.50%
Social Studies		124	47.33%
Special Education		13	4.96%
Other*		21	8.02%

*"Other" included, but was not limited to, school-wide showings during specific time slots, exploratory courses, Developmental Psychology, Health, Current Events and Contemporary Affairs, Communication Skills, Economics, Business Education, and Geography. Two of the more unusual "Other" were an Art class and a Computer class.

Table 6
Special Curriculum Segments Used

Days & Curriculum Segments	n = 260*	n	%
Monday (Future)		52	20.00%
Tuesday (International)		70	26.92%
Wednesday (Business)		36	13.85%
Thursday (Science)		63	24.23%
Friday (Editor's)		39	15.00%

Table 7
Program Segments Used

Program Segments	n = 397*	n	%
Top Story		113	28.46%
Anchor Desk		78	19.65%
At Issue		78	19.65%
Student Handout		64	16.12%
News Terms		61	15.37%
Other		3	0.76%

*Multiple choices could be checked in response to this question.

Questions twelve and thirteen examined time involvement in using CNN Newsroom (see Tables 8 and 9).

Table 8
Time in Teacher Planning

Planning Time	n = 132	n	%
5 minutes or less		63	47.73%
6 to 10 minutes		50	37.88%
11 minutes or more		19	14.39%

Table 9
Time in Introducing Segments to Students

Time	n = 131	n	%
2 minutes or less		73	55.73%
3 to 5 minutes		54	41.22%
6 minutes or more		4	3.05%

The next three survey questions necessitated frequency responses regarding the utilization of CNN Newsroom in the classroom. Question fourteen focused on frequency of use of

the Daily Curriculum Guide (see Table 10). Question fifteen asked how often the program was used on the day it was recorded (see Table 11); and question sixteen determined the frequency of use of the entire broadcast (see Table 12).

Table 10
Use of Daily Curriculum Guide

Frequency	n = 141	n	%
Always		17	12.06%
Usually		33	23.40%
Sometimes		36	25.53%
Seldom		23	16.31%
Never		32	22.70%

Table 11
Use of CNN Newsroom on Day Recorded

Frequency	n = 142	n	%
Always		51	35.92%
Usually		59	41.55%
Sometimes		16	11.27%
Seldom		7	4.93%
Never		9	6.34%

Table 12
Frequency of Use of Entire Daily CNN Newsroom Broadcast

Frequency	n = 141	n	%
Always		46	32.62%
Usually		47	33.33%
Sometimes		31	21.99%
Seldom		11	7.80%
Never		6	4.26%

Rating of CNN Newsroom by Classroom Teachers

Question seventeen presented to the respondents a chart to be used for rating ten different aspects of the CNN Newsroom program based on a scale ranging from Superior to Poor. Table 13 lists the individual results of each aspect of the rating chart. Question eighteen provided an opportunity for teachers to make personal comments regarding any aspect of the CNN Newsroom program. These responses are recorded as given in Appendices C (Daily Users) and D (Occasional Users).

Table 13
CNN Newsroom Program Ratings

Item & Response:	Superior	Good	Average	Fair	Poor
A. Usefulness as an Instructional Resource: n = 142	68 (47.89%)	67 (29.08%)	4 (2.82%)	2 (1.41%)	1 (0.70%)
B. Relevence to Curriculum Content n = 141	41 (29.08%)	75 (53.19%)	23 (16.31%)	1 (0.71%)	1 (0.71%)
C. Extent of Subject Coverage n = 142	50 (35.21%)	80 (56.34%)	10 (7.04%)	2 (1.41%)	0 (0.00%)
D. Program Format n = 141	60 (42.55%)	69 (48.94%)	11 (7.80%)	1 (0.71%)	0 (0.00%)
E. Program Content n = 142	65 (45.77%)	68 (47.89%)	9 (6.34%)	0 (0.00%)	0 (0.00%)
F. Delivery System/Methods n = 140	57 (40.71%)	57 (40.71%)	18 (12.86%)	6 (4.29%)	2 (1.43%)
G. Program Length n = 140	49 (35.01%)	78 (55.71%)	11 (7.86%)	1 (0.71%)	1 (0.71%)
H. Student Interest n = 142	32 (22.54%)	80 (56.34%)	28 (19.72%)	1 (0.70%)	1 (0.70%)
I. Student Attitudes n = 141	27 (19.15%)	85 (60.28%)	26 (18.44%)	2 (1.42%)	1 (0.71%)
J. Daily Curriculum Guide n = 119	35 (29.41%)	60 (50.42%)	15 (12.61%)	5 (4.20%)	4 (3.36%)

Barriers to Use

Question nineteen dealt with equipment or lack of equipment which might serve as a deterrent to using the program. In response to the first part of the question which inquired as to whether or not the respondent had the equipment to utilize CNN Newsroom in the school; of 274 respondents, 196 (71.53%) answered "Yes" they had the equipment and 78 (28.47%) answered "No" they did not have the equipment. Those respondents who answered "No" were asked to check the equipment needed. The results are reported in Table 14.

Table 14
Equipment Needed to Utilize CNN Newsroom

Equipment	n = 78	n	%
Cable Access		15	19.23%
VCR		4	5.13%
Television		5	6.41%
Computer		12	15.38%
Modem		25	32.05%
Phone Line		14	17.95%
TV Antenna		3	3.85%

The 262 respondents to question 20 regarding curriculum flexibility responded that 238 (90.84%) felt that their curriculum was flexible enough to allow incorporation of the CNN Newsroom into their classroom. Only 24 (9.16%) reported that their curriculum allowed no flexibility for incorporation of the program.

The time factor was addressed in question 21 with 128 (49.04%) of the 261 respondents reporting time was a deterrent to using CNN. Those who felt time was not a factor were 133 (50.96%).

Other factors which deter teachers from using CNN Newsroom in the classroom were requested in Question 22 of the survey. Responses are reported in Appendix E. While this question was directed to non-users of CNN, some users chose to comment also in this question.

Demographic Information on Respondents

The population surveyed was enrolled CNN Newsroom users representing the entire state of Georgia. City, county and private schools responded (see Table 15) from elementary, middle, and secondary levels (including two colleges) (See Table 16). Respondents were also asked the highest degree they had attained in their education (see Table 17).

Table 15
Type of School Reporting

School Type	n = 294		n	%
City			34	11.56%
Users	18	52.94%		
Non-Users	16	47.06%		
County			241	81.97%
Users	130	53.94%		
Non-Users	111	46.06%		
Private			19	6.47%
Users	7	36.84%		
Non-Users	12	63.16%		

Table 16
Grade Level of Schools Reporting

Grade Levels	n = 284		n	%
Elementary			120	42.25%
Users	61	50.83%		
Non-Users	59	49.17%		
Middle			67	23.59%
Users	45	67.16%		
Non-Users	22	32.84%		
Secondary			97	34.16%
Users	48	49.48%		
Non-Users	49	50.52%		

Table 17
Highest Degree Attained by Respondents

Degree	n = 265		n	%
Bachelors			40	15.09%
Users	26	65.00%		
Non-Users	14	35.00%		
Masters			136	51.32%
Users	65	47.79%		
Non-User	71	52.21%		
EDS			86	32.45%
Users	46	53.49%		
Non-Users	40	46.51%		
PHD			3	1.14%
Users	3	100.00%		
Non-Users	0			

Years of experience in teaching was also requested from the respondents and responses varied from one to thirty-eight years (see Table 18).

Table 18
Years of Experience in Teaching by Respondents

Years	n = 259		n	%
1 to 5			27	10.42%
Users	16	59.26%		
Non-Users	11	40.74%		
6 to 10			35	13.51%
Users	19	54.29%		
Non-Users	16	45.71%		
11 to 15			54	20.85%
Users	22	40.74%		
Non-Users	32	59.26%		
16 to 20			72	27.80%
Users	40	55.56%		
Non-Users	32	44.44%		
21 to 25			46	17.76%
Users	29	63.04%		
Non-Users	17	36.96%		
26 to 30			21	8.11%
Users	7	33.33%		
Non-Users	14	66.67%		
30 to 35			3	1.16%
Users	1	33.33%		
Non-Users	2	66.67%		
36 to 40			1	0.39%
Users	0			
Non-Users	1	100.00%		

CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

The purpose of the study was to investigate the use of CNN Newsroom and its accompanying materials in the classrooms, and to provide an evaluation of the materials available through Turner Educational Systems for classroom instruction. Teacher practices and teacher ratings were determined by sending a survey to enrolled Georgia users of CNN Newsroom.

Findings

With regard to the questions this study was intended to answer, the following can be concluded:

* The profile of a typical CNN Newsroom user would mirror a county school system elementary teacher with a Master's degree and 16 to 20 years experience.
* Logistical factors which most influenced the use of CNN Newsroom were cable access, TV and VCR availability, Daily Curriculum Guide availability, computer online access; and, the services of the media specialist in taping CNN Newsroom and providing the Daily Curriculum Guide.
* Social Studies teachers were the biggest users of CNN Newsroom. Top Story and Tuesday's International Day news were the most popular segments. CNN Newsroom was used

usually on the day it was recorded and sometimes with the aid of the Daily Curriculum Guide. Teachers spent less than 10 minutes in planning for its use and 5 minutes or less introducing segments to students.

* Users rated the CNN Newsroom program as Good in all categories with the exception of Usefulness as an Instructional Resource which was rated Superior.

Discussion

The population surveyed was made up of a group of educators who enrolled free for the right to record and archive the CNN Newsroom for use in their classroom. County schools were by far the biggest users. Pre-survey conceptions were that CNN Newsroom was primarily used in secondary education; it was found that the greatest usage occurs in elementary classrooms. While teachers with masters degrees were the primary users, the level of education would not seem to be a major factor in the use of CNN Newsroom when considering that 16 to 20 years of experience was predominant, since a master's degree usually would be the norm with this much experience.

Many who responded were not users of the CNN Newsroom and did not remember ever enrolling as users. Of the non-user population, private school non-users outnumbered users

almost two to one while city and county non-users were about equal. Elementary and secondary level non-users were fairly evenly divided while middle school users were double the non-users. A clearer picture of the target population might have been produced if the demographic questions posed on the survey instrument (Appendix B) had been more closely structured around the CNN Newsroom School Enrollment and Licensing Form (Appendix A). Type of school and school grade levels were found to be inconsistent on the two forms.

Logistical factors influencing use of the program indicated that the media specialist was the essential person in the school who was responsible for recording and distributing CNN Newsroom and the Daily Curriculum Guide to users. Although in some cases the teachers themselves assumed responsibility for accessing CNN Newsroom and the guide. While most users reported that the tape, guide, and equipment were readily available for classroom use, there were some areas of concern expressed on the surveys. Taping of several programs on one tape, lack of guide or tag numbers to identify segments, and problems downloading the daily curriculum guide inhibited classroom accessibility.

Since Social Studies teachers were the biggest users of CNN Newsroom and the guide, it follows that the most popular

segments (Top Story and International Day) were the segments most relevant to the Social Studies classroom curriculum. Since an important part of the curriculum in Social Studies classes is current events, use of CNN Newsroom on the day that it was recorded would also substantiate the relevancy of these top segments in Social Studies classes. Teacher desire to be expedient in the use of CNN Newsroom is indicated by the fact that little time was spent in planning for its use or introducing program segments to students in class.

All who use CNN Newsroom and the Daily Curriculum Guide were favorable in their ratings of the program. No category was rated below Good on a scale which ranged from Superior to Poor and its Usefulness as an Instructional Resource topped the ratings with a Superior. Most user concerns expressed in Appendix C and D dealt not with the content of the program but with the frustrations of taping CNN Newsroom and the unreliability of receiving the Daily Curriculum Guide through GCEduNET.

Equipment availability and broadcast scheduling were major factors in the lack of use of instructional television in the classroom in a study done three years ago (McConnell, 1990), so was the same still true today. Lack of

equipment to permit middle-of-the-night taping, indexing, previewing and convenient showing in the classroom was still a major factor today in using such programs as CNN Newsroom. The necessity of sharing classroom equipment needed to show CNN Newsroom created concern in some users and was reported as a major problem by non-users.

There were many comments and concerns expressed by respondents on the survey instrument that were not addressed in the statistical tables. Reported most often by respondents in Appendix C and D were the need for more elementary level activities in the Daily Curriculum Guide perhaps with the addition of a fifth page, the development of an indexing system for the program to facilitate easier use, the fact that the existing amount of material to be covered in the curriculum prohibits use of CNN Newsroom, and that program segments are too short to bother with. Teacher apathy must be overcome perhaps by providing in-services to "teach the teacher" how news can be made a part of the curriculum,

This study offers areas for possible further study regarding the use of the CNN Newsroom program. The

accessibility of the daily curriculum guide via different available sources and possible alternatives would make a good follow-up study. The development of age appropriate materials to accompany the program at the elementary, middle, and secondary levels invites exploration. Development of an indexing system for the archive tapes as well as a study on innovative ways to acquire equipment would be in order. Additional studies would be appropriate to determine additional specific segments and specific materials desired by potential classroom users of CNN Newsroom.

Applications

The view of television as an entertainment stimuli is being replaced by the view of television as an electronic chalkboard. Extended services connected to television will escalate in the next 5 to 10 years. As educators we will all need to expand our view of WHAT literacy is: visual literacy = interactive television. It is a long term trend. CNN Newsroom and its daily curriculum guide are meant to be flexible to fit the curriculum of the classroom.

CNN Newsroom is currently in over 23,000 schools throughout the nation. Turner Educational Services has spent over $2.5 billion on CNN Newsroom, a major commitment

to education. Their Focus on Education committee made up of program producers and classroom educators invites future expansion into the classrooms of America as cooperative planning is a current trend in education. Educators and producers of CNN Newsroom working together can continue to impact the future of our young people.

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APPENDIX A

Enrollment Form

CNN NEWSROOM

School Enrollment and Licensing Form

DON'T DELAY! Start using CNN NEWSROOM today!

Please use this form to enroll your school in CNN NEWSROOM, a free service provided by Turner Educational Services.

CNN NEWSROOM is transmitted daily, Monday-Friday, through the facilities of your local cable television operator. **By completing and returning this form, educators are immediately licensed for complete off-cable taping rights for CNN NEWSROOM.** Your school may videotape CNN NEWSROOM if cable is available, or educators may tape it at home for use in the classroom. Copies of this form may be made for use by other educators.

Please complete a separate form for each school. Return completed form to CNN NEWSROOM, c/o Media Management Services, Inc., 10 North Main Street, Yardley, PA 19067. *Please type or print.*

ABOUT YOUR SCHOOL:

School district name:

_____

Is your school wired for cable-TV? ☐ Yes ☐ No

Name of cable company serving your school:

_____

Type of school: ☐ Public (B) ☐ Private (V) ☐ Parochial (R)

School grade level *(check one)*:

☐ Elementary (E) ☐ Middle (M) ☐ Jr. High (J) ☐ Sr. High (S)

☐ K-12 (K) ☐ Other (O) _____

Student enrollment: _____

School Name _____

Address _____

City _____ State _____ Zip _____

County _____

School Phone (___) _____

Principal's Name _____

Do you intend to save copies of CNN NEWSROOM in a video library? ☐ Yes ☐ No

Please keep a copy of this form for your files.

FOR FURTHER ASSISTANCE OR INFORMATION, CALL TOLL-FREE **1-800-344-6219.**

If you have any questions, please call our toll-free number.

CNN NEWSROOM is broadcast Monday to Friday, 12 months a year.

ABOUT YOUR SCHOOL'S EQUIPMENT

Please help CNN NEWSROOM provide the best service possible, by kindly providing as much of the following information as available.

Number of VCRs available in your school: _____

Number of TV monitors in your school: _____

Do you have a satellite receiver? ☐ Yes ☐ No

Number of computers in your school: _____

Which type(s) are used by teachers and students?

☐ IBM or compatible (IB) ☐ Apple or compatible (AP)

☐ Other (O) _____

Number of printers available: _____

Do you have phone line(s) and modem(s) available for telecommunications connections? ☐ Yes ☐ No

EDUCATORS USING CNN NEWSROOM

Primary contact at the school building:

_____
Name

_____
Title

Other educators who will use CNN NEWSROOM regularly or occasionally at this school:

1. _____
Name

_____
Title/Subject Grade

2. _____
Name

_____
Title/Subject Grade

3. _____
Name

_____
Title/Subject Grade

License to Use CNN NEWSROOM

Teachers and administrators are guaranteed a non-exclusive license to videotape and use CNN NEWSROOM with students in their schools each day. Videotapes of the CNN NEWSROOM programs may be kept in perpetuity for the sole purpose of use within the curriculum as teachers and administrators see fit. This license does not extend to any other CNN programming or the programming of any other broadcast or cable television company. CNN NEWSROOM is intended for the sole use of teachers and administrators and their students and may not be re-broadcast, re-cablecast, or re-packaged, nor may CNN NEWSROOM be licensed, distributed, given or sold to any other person or institution by the licensee. Exceptions to these policies should be requested in writing to Turner Educational Services, Atlanta, Georgia, and will be reviewed on a case-by-case basis.

Note: The daily classroom guide for CNN NEWSROOM is accessible for schools to print and duplicate via X*PRESS X*Change, a cable-delivered information service (where available); the GTE National Education Network, an on-line electronic mail service using telephone lines for downloading to your personal computer; or MCI Mail, for delivery via an on-line electronic mail service to your computer or to your fax machine. There are modest user fees for these services. Information on how to access the teaching guide is available by calling the toll-free number.

INTERNAL USE ONLY SC ____ IN ____

APPENDIX B

Cover Letter
&
Survey

McEachern High School

Cobb County Public Schools

Ralph Williams, *Principal*

5 January 1993

Dear Colleague,

I am a media specialist at McEachern High School in Cobb County. I am currently enrolled at Georgia State University in the Education Specialist program in Library Media Technology. This quarter I am conducting a research study to complete my degree. This study deals with the utilization of CNN Newsroom in the schools of Georgia.

To get a realistic picture of actual usage I am surveying all primary users of CNN Newsroom. Your participation in this survey is crucial to the results. While it is not necessary for you to identify yourself on this survey, if you choose to do so your name will be entered into a drawing for a gift provided by CNN Newsroom!

This survey is intended to find out how many teachers actually use CNN Newsroom, teacher practices which characterize that use, how you as a teacher rate the program, and if you do not use it, why not. None of the information given in the survey will be identified with any one individual. All survey sheets will be destroyed once data is tabulated.

If you are a media specialist or other support person who downloads the program for teachers in your school, please feel free to duplicate, distribute and collect individual copies of this survey for your local users. Please complete (or collect) the survey at your earliest convenience and return it to me in the enclosed self-addressed stamped envelope by January 12, 1993.

If you would like a copy of the results of this survey, enclose a self-addressed stamped envelope and I will be happy to share them with you. Thank you for your time and consideration. I look forward to your prompt reply. Don't forget the drawing!

Sincerely,

Sandra Jordan

Ms. Sandra Jordan,
Media Specialist
McEachern High School
1108 Wynford Commons
Marietta, GA 30064

Enclosures (2)

TO: REGISTERED CNN USERS IN GEORGIA SCHOOLS

School System:_____ Grade Level:___Elem.___Middle___Secondary
Check One: ___City ___County ___Private Years Experience:_____
Highest Degree Attained:_____
Name:(Optional)_____ School:(Optional)_____

1. Do you use CNN Newsroom in your class?
___Daily ___Occasionally ___Never

2. Do you use any other daily television news program in your classes?
___No ___Yes: which program?_____

IF you do NOT use CNN Newsroom in your classes, please skip to last section (BARRIERS, pg. 2).

ACCESSIBILITY: (Delivery System/Method)

3. How does your school receive CNN Newsroom? ___Cable ___TV Antenna ___Satellite

4. CNN Newsroom is taped for you by:
___Media Specialist ___Yourself ___Other:_____

5. TV and VCR to show CNN Newsroom is: ___Readily Available ___Difficult to obtain

6. The Daily Curriculum Guide is: ___Readily Available ___Difficult to obtain

7. The Daily Curriculum Guide is initially obtained by:
___Media Specialist ___Yourself ___Other:_____

8. The Daily Curriculum Guide is downloaded through: ___America Online ___GTE
___X-PressX.Change ___MCI Mail ___State Dept. Educ. Network ___Don't Know

CLASSROOM UTILIZATION:

9. In which subject areas do you use CNN Newsroom? Check all that apply.
___English ___Foreign Language ___Gifted ___Math ___Reading ___Science
___Social Studies ___Special Education ___Other:_____

10. Check days on which CNN Newsroom offers special curriculum segments used with students:
___Mon(Future) ___Tues(Int'l.) ___Wed(Business) ___Thurs(Science) ___Fri(Editor's)

11. Which segments are used? Check all that apply.
___Top Story ___Anchor Desk ___At Issue ___Student Handout ___News Terms
___Other(s):_____

12. Average time involved in teacher planning when using CNN Newsroom is:
___5 minutes or less ___6 to 10 minutes ___11 minutes or more

13. Average time involved in introducing CNN Newsroom segments to students before viewing:
___2 minutes or less ___3 to 5 minutes ___ 6 minutes or more

14. The CNN Newsroom Daily Curriculum Guide is used:
___Always ___Usually ___Sometimes ___Seldom ___Never

15. CNN Newsroom is used on the day it is recorded:
___Always ___Usually ___Sometimes ___Seldom ___Never

16. The entire daily CNN Newsroom broadcast is used:
___Always ___Usually ___Sometimes ___Seldom ___Never

(Continued)

RATING CNN NEWSROOM:

17. Please rate the following aspects of the CNN Newsroom program:

	Superior	Good	Average	Fair	Poor
A. Usefulness as an Instructional Resource					
B. Relevance to Curriculum Content					
C. Extent of Subject Coverage					
D. Program Format					
E. Program Content					
F. Delivery System/ Methods					
G. Program Length					
H. Student Interest					
I. Student Attitudes					
J. Daily Curriculum Guide					

18. Other comments you would like to make regarding any aspect of the CNN Newsroom program:

_____

_____

_____

BARRIERS TO USE:

19. Do you have equipment to utilize CNN Newsroom in your school?
_____Yes _____No

If No, Please check equipment needed:
_____Cable Access _____VCR _____Television _____Computer _____Modem
_____Phone Line _____TV Antenna

20. Is your curriculum flexible to allow incorporation of CNN Newsroom?
_____Yes _____No

21. Is time a factor which limits the use of CNN Newsroom in your classroom?
_____Yes _____No

22. What other factors deter you from using CNN Newsroom in your classroom?

a._____

b._____

c._____

Thank you for your time and cooperation!
Please return this survey in the enclosed self-addressed stamped envelope by January 12, 1993.

Sandra Jordan, McEachern High School, 1108 Wynford Commons, Marietta, GA 30064

APPENDIX C

Daily User Teacher Comments

Appendix C contains daily user teacher comments in response to numbers eighteen (18-Any Comments) and twenty-two (22-Barriers to Use) of the survey instrument.

USER: D
QUESTION: 18
RESPONSE: Excellent program for students on current events.

USER: D
QUESTION: 18
RESPONSE: Children are asked to watch other news programs at home and then compare to CNN.

USER: D
QUESTION: 18
RESPONSE: Newsroom is shown schoolwide during a study time slot.

USER: D
QUESTION: 18
RESPONSE: Have requested several times that CNN put tag at end of broadcast indicating date of air for easy (sic.) of search. (Especially important if more than one segment on a tape.)

USER: D
QUESTION: 18
RESPONSE: The date displayed at the end of each segment would greatly help me in taping and labeling Newsroom .

USER: D
QUESTION: 18
RESPONSE: We have recently began (sic.) to use CNN with our AT-RISK students in addition to regular classes.

USER: D
QUESTION: 18
RESPONSE: This year my students don't seem to be as interested in watching it. Continuing segments really help keep their interest. (ex. several part series on street people.) (Elementary level)

USER: D
QUESTION: 18
RESPONSE: Some subject matter is too mature for elementary level. My teachers use CNN Newsroom as a news broadcast, then the students write about one news event.

USER: D
QUESTION: 18
RESPONSE: Has (sic.) found it to be a good motivating and supplemental instructional tool.

USER: D
QUESTION: 18
RESPONSE: Guide is great, but mostly geared to H.S. I'd like more Friday quizes (sic.) - and more elementary type suggestions for activities. (A page 5 perhaps?)

USER: D
QUESTION: 18
RESPONSE: Have certainly enjoyed using CNN Newsroom in my classroom. ...Superior quality...invaluable tool for keeping up-to-date in current happenings. (Exploratory class called CNN Newsroom)

USER: D
QUESTION: 18
RESPONSE: Don't get guide so preparation is nil. Do some discussion afterward. Enjoy the programs. ...great way for them (students) to stay on top of world news.

USER: D
QUESTION: 18
RESPONSE: We feel that X-PressX-Change would be great to use in conjunction w/the program and as a resource for the guides--but our cable company will not subscribe to it.

USER: D
QUESTION: 18
RESPONSE: Our schools have been unable to get guide since distribution moved from Ga College to Ga Tech. County computer office has to load guide & send to schools via computer. Not convenient.

USER: D
QUESTION: 18
RESPONSE: Curriculum Guide is almost always too difficult for fifth grade.

USER: D
QUESTION: 18
RESPONSE: We wish the Curriculum Guide were easier to get.

USER: D
QUESTION: 18
RESPONSE: Most don't watch the news. I'm glad they cover key stories so we can discuss them in class.

USER: D
QUESTION: 18
RESPONSE: Great program!

USER: D
QUESTION: 18
RESPONSE: CNN program is just used by 5th grade classrooms presently. Once we have modem, we hope other grades will benefit from program.

USER: D
QUESTION: 18
RESPONSE: Really like the covering of Headline stories. Wish for segments on worthwhile "heroes" ie. community, sports, etc. Have no modem, no guide, no phone line.

USER: D
QUESTION: 18
RESPONSE: As a Media Specialist, I use CNN for my cooperative teaching.

USER: D
QUESTION: 18
RESPONSE: A great way to present current events and tie them to areas being studied. It helps add interest and validity.

USER: D
QUESTION: 18
RESPONSE: We are using it as a basis for our Current Issues course.

USER: D
QUESTION: 18
RESPONSE: Record, download, and make copies every day for teachers. Put in envelope with date, teachers circulate among themselves.

USER: D
QUESTION: 18
RESPONSE: Written parts are on screen too short a time.

USER: D
QUESTION: 18
RESPONSE: We have used the broadcast and the Daily Guide almost since its inception. It is VERY popular.

USER: D
QUESTION: 22
RESPONSE: Comes on first thing in the morning while still involved in morning duties. Takes time away from other subjects.

USER: D
QUESTION: 22
RESPONSE: Teachers are not willing to spend the time to preview the program.

USER: D
QUESTION: 22
RESPONSE: There is no time before the 1st class is viewing to use (read over) the daily lesson plans-if I am going to use it same day of broadcast.

USER: D
QUESTION: 22
RESPONSE: Taking time to set the tape.

USER: D
QUESTION: 22
RESPONSE: Advance knowledge of possible content. Occassional unavailability of Curriculum Guide.

USER: D
QUESTION: 22
RESPONSE: Curriculum Guides emphasis on long-term activities, not on daily accomodation of current events, political, international knowledge.

USER: D
QUESTION: 22
RESPONSE: Age of child - 6 years old.

USER: D
QUESTION: 22
RESPONSE: Scheduling conflicts.

USER: D
QUESTION: 22
RESPONSE: Our closed circuit has been down for 6 mos., so media specialist can't play program at specific times as we did last year.

USER: D
QUESTION: 22
RESPONSE: Became so frustrated with PeachNet and Guide not available through Edunet, that I began delaying program by one day.

USER: D
QUESTION: 22
RESPONSE: Principal not keen on technology. No one knows how to download guide. Media specialist unwilling to broadcast several times a day.

APPENDIX D

Occasional User Teacher Comments

Appendix D contains occasional user teacher comments in response to numbers eighteen (18-Any Comments) and twenty-two (22-Barriers to Use) of the survey instrument.

USER: O
QUESTION: 18
RESPONSE: When several programs taped on single tape, trying to locate 3 min. segment if extremely time-consuming. Because of this, almost no one uses program.

USER: O
QUESTION: 18
RESPONSE: They don't fit into a curriculum easily, which discourages use. We will NOT subscribe again next year.

USER: O
QUESTION: 18
RESPONSE: Not regularly used...only when special events are happening.

USER: O
QUESTION: 18
RESPONSE: Superior program that has been very beneficial to all of the school.

USER: O
QUESTION: 18
RESPONSE: We sometimes have technical problems downloading the guide through GC EDUNET.

USER: O
QUESTION: 18
RESPONSE: I have one teacher who asks me periodically to tape CNN News. She prefers it to Whittle and likes to compare the two with her students.

USER: O
QUESTION: 18
RESPONSE: I wish my school had access to cable for recording.

USER: O
QUESTION: 18
RESPONSE: Sometimes my materials get lost in the mail.

USER: O
QUESTION: 18
RESPONSE: We would use CNN more if we had access to the daily curriculum guide. We have no modem.

USER: O
QUESTION: 18
RESPONSE: Sometimes the content is not relevant to 5th grade needs. However, I frequently use CNN and have been well-pleased...thanks to the curriculum guide.

USER: O
QUESTION: 18
RESPONSE: In my opinion CNN is far superior to Channel One. I like the toll free line and use the service when possible.

USER: O
QUESTION: 18
RESPONSE: I do tape it sometimes. We do not get the guide so it is not as useful as it might be.

USER: O
QUESTION: 18
RESPONSE: Have experienced many problems with GCEduNet obtaining the guide. ...Takes too much time. ... Guide not available till after 8-8:30 a.m.

USER: O
QUESTION: 18
RESPONSE: A little too difficult at times for elementary students.

USER: O
QUESTION: 18
RESPONSE: Show taped segment on delayed basis. Earth Science content only occasionally aired.

USER: O
QUESTION: 18
RESPONSE: Used only once or twice this year for special events-ie. presidential election, earthquake, etc.

USER: O
QUESTION: 18
RESPONSE: Excellent material!

USER: O
QUESTION: 18
RESPONSE: Needs to have a free source of curriculum guides.

USER: O
QUESTION: 18
RESPONSE: Used for two weeks in Contemporary Affairs. Teacher said seniors felt the program was a bit juvenile in its approach.

USER: O
QUESTION: 18
RESPONSE: There is a need to direct more news features towards 4-8th grades.

USER: O
QUESTION: 18
RESPONSE: It is hard to tape a program in the middle of the night.

USER: O
QUESTION: 18
RESPONSE: Does not hold most of children's interest. Watched it most around presidential election and Somalia situation.

USER: O
QUESTION: 18
RESPONSE: Need more access directly into the classrooms. More terminals would make it used more by more teachers instead of waiting their turn.

USER: O
QUESTION: 18
RESPONSE: Handle the technology/computer class for secondary social studies/social science education students. Students really appreciate important and easy-to-teach current events program.

USER: O
QUESTION: 18
RESPONSE: No longer use CNN since school has obtained Channel One.

USER: O
QUESTION: 18
RESPONSE: PLEASE try to have lower elem. level activities. They are very interested in certain segments and quite inquisitive. Student handouts too difficult. Perhaps a different desk for younger....

USER: O
QUESTION: 18
RESPONSE: Would be helpful if Curriculum Guide came with possible answers to the questions.

USER: O
QUESTION: 18
RESPONSE: GCEduNet is a dreadful way to have to get the guide.

USER: O
QUESTION: 18
RESPONSE: Difficult to get it taped and to me. A local problem. After seeing the Whittle program, it's repetitious. Used CNN more before we got Channel One.

USER: O
QUESTION: 18
RESPONSE: I wish it was broadcast at 8 or 9:10 a.m.

USER: O
QUESTION: 18
RESPONSE: Would be very helpful to have Daily Guide before we watch the news to prepare class for specifics. CNN does great job of presentation, like special features that run over several days.

USER: O
QUESTION: 18
RESPONSE: Wish they had a news program geared more to elementary students. Sometimes reporting is a little over their heads.

USER: O
QUESTION: 18
RESPONSE: Interest is in the Science Dept. Lack of planning time hinders use.

USER: O
QUESTION: 18
RESPONSE: Used for most part at special times--inauguration, etc.

USER: O
QUESTION: 18
RESPONSE: Very beneficial and relevant

USER: O
QUESTION: 18
RESPONSE: GCEduNET unreliable for access to Daily Curriculum Guide.

USER: O
QUESTION: 18
RESPONSE: My students and I enjoy the program. It has made the students think more about the world around them.

USER: O
QUESTION: 18
RESPONSE: Teach 6 wk. foreign lang. course, cannot use CNN on regular basis. Do use two segments of a series about Quebec and could use others of a similar type.

USER: O
QUESTION: 18
RESPONSE: The things the kids have to read are on the air too quickly for 3rd grades (sic.) to read.

USER: O
QUESTION: 22
RESPONSE: Teachers said format was too long and complicated for elementary students.

USER: O
QUESTION: 22
RESPONSE: Difficulty of locating segments. Time involved in reviewing segments & planning use. Indexing segments for future use.

USER: O
QUESTION: 22
RESPONSE: Space, method of delivery, limited resources.

USER: O
QUESTION: 22
RESPONSE: Problem of me having to tape CNN (at home) because of poor reception and no cable access.

USER: O
QUESTION: 22
RESPONSE: No often of interest to elementary students and curriculum. Only one guide to programs at school. Guide is hard to use.

USER: O
QUESTION: 22
RESPONSE: We are required to show Whittle (Channel One.)

USER: O
QUESTION: 22
RESPONSE: Reliability of download.

USER: O
QUESTION: 22
RESPONSE: If classroom can "handle" extra time taken from curriculum. Certain classes are not capable of discussing current events because of academic levels.

USER: O
QUESTION: 22
RESPONSE: Time during the day. But most of all we only have 2 VCR;s for 32 classrooms.

USER: O
QUESTION: 22
RESPONSE: The computer specialist has yet to be trained in the downloading process.

USER: O
QUESTION: 22
RESPONSE: Teachers tape and bring to school. We have discussed using CNN,but decided against changing our daily schedule. We are currently being hooked up to cable.

USER: O
QUESTION: 22
RESPONSE: Channel One is used schoolwide. Library has everything but cable and modem. This is our last year on contract for Channel One.

USER: O
QUESTION: 22
RESPONSE: No guides available. Tied/obligated to Channel One.

USER: O
QUESTION: 22
RESPONSE: Teachers don't realize the value of CNN.

USER: O
QUESTION: 22
RESPONSE: If I had a deptmental (sic.) VCR, I could use CNN Newsroom more consistently. It is timely and difficult to get a VCR at my school. Have never been able to obtain the daily guide.

USER: O
QUESTION: 22
RESPONSE: Schedule changes by administration. Modem problems.

USER: O
QUESTION: 22
RESPONSE: Some subjects or topics I don't show. Time is the biggest reason for not showing.

USER: O
QUESTION: 22
RESPONSE: Teachers do not appear interested. We publicize availability.

USER: O
QUESTION: 22
RESPONSE: No TV/VCR in classroom-takes time out to get from media center.

USER: O
QUESTION: 22
RESPONSE: Requested input from teachers over school E-Mail. Almost all reported a lack of time in schedule to use program effectively. Survey resulted in increased awareness. Thank You!

USER: O
QUESTION: 22
RESPONSE: Equipment for viewing is old-teachers complain about technical difficulties & time to set up for the program

USER: O
QUESTION: 22
RESPONSE: Comprehension by students. Don't want TV viewing to become excessive.

USER: O
QUESTION: 22
RESPONSE: Not enough time.

USER: O
QUESTION: 22
RESPONSE: Time consuming to retrieve study guide. Have Channel One. Lack of teacher interest.

USER: O
QUESTION: 22
RESPONSE: Teachers not used to having programs taped for them. Equipment unreliable. Teacher apathy of trying new ideas. Teaching schedule limited.

USER: O
QUESTION: 22
RESPONSE: Just received cable, still installing TV sets. CNN only available for two weeks. Teachers need time to get used to having it available.

USER: O
QUESTION: 22
RESPONSE: Schedule.

USER: O
QUESTION: 22
RESPONSE: Lack of classroom terminals. Some teachers want to know today what tomorrow's program will cover which is impossible if current issues are to be covered!

USER: O
QUESTION: 22
RESPONSE: Main problem is access to Daily Curriculum Guide.

USER: O
QUESTION: 22
RESPONSE: Difficulty in downloading Curriculum Guide-no modem at school. Channel One easier access & format holds middle school interest. CNN geared toward high school/adult.

USER: O
QUESTION: 22
RESPONSE: Lack of correlation timewise between topic covered and topics currently studying. Could use foreign country info more if culturally oriented more than politically or strife oriented.

USER: O
QUESTION: 22
RESPONSE: Must use it the next day because of need to preview material before showing.

USER: O
QUESTION: 22
RESPONSE: One tape of CNN Newsroom for use by 40-50 teachers.

USER: O
QUESTION: 22
RESPONSE: Relevance to subject.

USER: O
QUESTION: 22
RESPONSE: Personal view: Reporters, reports, etc. are very liberal and biased. I can listen to it and realize that but 9-10 yr. olds don't know that.

USER: O
QUESTION: 22
RESPONSE: Difficult time obtaining curriculum guide.

USER: O
QUESTION: 22
RESPONSE: Equipment. Content would fit perfectly into Senior Contemporary Affairs classes.

USER: O
QUESTION: 22
RESPONSE: Planning. Explanation of stories to newscast. Length of newscast.

USER: O
QUESTION: 22
RESPONSE: Students individual progress in curriculum. Student behavior. Program availability (whether I taped it or not).

USER: O
QUESTION: 22
RESPONSE: Not having my own TV in room; having to borrow from another teacher daily.

USER: O
QUESTION: 22
RESPONSE: When I used CNN Newsroom daily, students seemed to get bored with it.

USER: O
QUESTION: 22
RESPONSE: Need close circuit throught (sic.) building so more teachers can use it. One TV/VCR unit dedicated to CNN daily limits # of teachers who can use it.

APPENDIX E

Non-User Teacher Comments

Appendix E contains non-user teacher comments in response to numbers eighteen (18-Any Comments) and twenty-two (22-Barriers to Use) of the survey instrument.

USER: N
QUESTION: 18
RESPONSE: Haven't started yet, want to, need more time to get to it.

USER: N
QUESTION: 18
RESPONSE: CNN Newsroom is DULL compared to Channel One which is very active and lively.

USER: N
QUESTION: 18
RESPONSE: My teachers and principal felt that CNN was "editorializing" too much. The students never particularly liked it. Last year they would beg me not to turn it on. Now after one week-like Chan. 1.

USER: N
QUESTION: 18
RESPONSE: CNN has had wonderful reviews and recommendations. We went with Channel One in order to bring the news to our students. Did not have closed circuit TV before Whittle.

USER: N
QUESTION: 18
RESPONSE: We do not receive CNN Newsroom.

USER: N
QUESTION: 18
RESPONSE: Would like to use CNN but unable to "hook up" CNN that does not interfere with other video/close circuit TV.

USER: N
QUESTION: 18
RESPONSE: Not using Newsroom this year. Teachers know I will tape it. A great program, but teachers complain about finding time for it in a tightly scheduled day.

USER: N
QUESTION: 18
RESPONSE: No one here uses CNN Newsroom.

USER: N
QUESTION: 18
RESPONSE: ...we do use regular CNN News in our class. I recall sending in a response about Newsroom several years ago, but never received a response. Frankly, I feel Newsroom would be superior to Chan. 1.

USER: N
QUESTION: 18
RESPONSE: School is K-5. We have never used this program.

USER: N
QUESTION: 18
RESPONSE: We are NOT enrolled, but we do have the equipment. We are merging with another school this summer.

USER: N
QUESTION: 18
RESPONSE: We tried it, but it was too advanced. (Middle School)

USER: N
QUESTION: 22
RESPONSE: At the present time we do not have enough VCR's to use on a schoolwide basis.

USER: N
QUESTION: 22
RESPONSE: Not available at this school.

USER: N
QUESTION: 22
RESPONSE: Commitment to Channel One. Teachers don't have time for both CNN and Channel One.

USER: N
QUESTION: 22
RESPONSE: Newsroom does not hold attention, is not as sharp as a program (news) (sic.) as Channel One.

USER: N
QUESTION: 22
RESPONSE: Lack of interest by teachers in incorporating news into curriculum. 50% Hispanic enrollment--limited English.

USER: N
QUESTION: 22
RESPONSE: Difficulty of taping and bringing to school from home.

USER: N
QUESTION: 22
RESPONSE: Lack of time for Media Specialist to explore use and feasibility.

USER: N
QUESTION: 22
RESPONSE: Our area does not have cable access. Cable news seems to be for children older than K-5.

USER: N
QUESTION: 22
RESPONSE: Not age appropriate. (Elementary school comment.)

USER: N
QUESTION: 22
RESPONSE: No modem to get teacher's guide. TV's in very short supply. (Scheduled to get Channel One and a TV for every classroom.) Program segments too short to bother with.

USER: N
QUESTION: 22
RESPONSE: We are a K-2 school & most of the content is too difficult for our students.

USER: N
QUESTION: 22
RESPONSE: Have no need for both CNN and Channel One.

USER: N
QUESTION: 22
RESPONSE: Felt more appropriate for middle school and not 45h or 5th.

USER: N
QUESTION: 22
RESPONSE: Length of CNN Newsroom made it difficult to use each day because of required curriculum plans. Some days media center had difficulty downloading guide.

USER: N
QUESTION: 22
RESPONSE: Time for planning ahead.

USER: N
QUESTION: 22
RESPONSE: Not as much correlation with elementary level. Cable service new. Many teachers already set in their ways for this year. Not very willing to try an unknown.

USER: N
QUESTION: 22
RESPONSE: None. Once cable company gets around to installing hookup, we will utilize.

USER: N
QUESTION: 22
RESPONSE: I tape at home. Will be using it more second semester. Need a modem to get the guide.

USER: N
QUESTION: 22
RESPONSE: Lack of teacher interest. Lack of time to manage extra workload. (No support staff.)

USER: N
QUESTION: 22
RESPONSE: We are under renovation...do not have media center...cable reception not good...teachers use newspapers for 4-6 grade...perhaps after renovation.

USER: N
QUESTION: 22
RESPONSE: Used for awhile and found it too general for advanced seniors. Too much editorializing. Turned off by CNN selling teaching materials rather than giving them.

USER: N
QUESTION: 22
RESPONSE: Teacher interest and adaptability of program to curriculum.

USER: N
QUESTION: 22
RESPONSE: Other news source.

USER: N
QUESTION: 22
RESPONSE: Our teachers (several) have expressed interest in using it. (Equipment lacking.)

USER: N
QUESTION: 22
RESPONSE: I don't have enough information about the program. No cable or antenna in the school. Very few (only 2) TV's available in the school.

USER: N
QUESTION: 22
RESPONSE: Teachers don't have time.

USER: N
QUESTION: 22
RESPONSE: Teachers have not expressed an interest.

USER: N
QUESTION: 22
RESPONSE: Level of information.

USER: N
QUESTION: 22
RESPONSE: ESOL students. Channel One comes on automatically. We are expected to use it.

USER: N
QUESTION: 22
RESPONSE: Haven't been able to record Science News though I've tried.

USER: N
QUESTION: 22
RESPONSE: Lack of knowledge about CNN Newsroom.

USER: N
QUESTION: 22
RESPONSE: We do not have access to cable and cannot find anyone on staff who has access and is willing to tape.

USER: N
QUESTION: 22
RESPONSE: It is supposed to be available through our high school. The logistics of getting the tape to our school has never been worked out.

USER: N
QUESTION: 22
RESPONSE: I want it but have not had the time to push the appropriate "buttons" to get it.

USER: N
QUESTION: 22
RESPONSE: Access only.

USER: N
QUESTION: 22
RESPONSE: We tried Newsroom for 6 weeks in grades 7/8, but it was frankly boring students and teachers to death.

USER: N
QUESTION: 22
RESPONSE: During the regular broadcast of CNN we get the day's top stories, weather, sports, human interest stories and the Science & Technology today Segment.

USER: N
QUESTION: 22
RESPONSE: (While watching regular CNN News)...can take care of routine business during commercials. Social Studies teachers give quiz on Friday over entire week's viewing.

USER: N
QUESTION: 22
RESPONSE: Elementary Classroom teachers here do not believe the program is useful to them.

USER: N
QUESTION: 22
RESPONSE: Lack of teacher interest. No incentives-Whittle offered free TVs and the distribution unit which tapes automatically so that no extra time/work is required from the media staff.

USER: N
QUESTION: 22
RESPONSE: Problems with cable and VCR's that are not cable ready.

USER: N
QUESTION: 22
RESPONSE: When we considered using CNN we did not have equipment. We have agreement with Whittle to broadcast Channel One. They are providing us with TV's in every classroom.

USER: N
QUESTION: 22
RESPONSE: We have recently renovated the media center and all wiring has not yet been completed. Channel One will continue to be our daily news broadcast even after renovation is complete.

USER: N
QUESTION: 22
RESPONSE: Principal removed telephone in media center. Principal complains when videos are shown on our closed circuit equipment.

USER: N
QUESTION: 22
RESPONSE: Time is main reason we do not use CNN. Media Specialist has not time to survey and disseminate into to teachers. Program schedule requires too much time.

USER: N
QUESTION: 22
RESPONSE: Subscribe to Whittle Communications. Limited staff to download lesson times (sic.). Taping time conflicts with other requests for specific programs.

USER: N
QUESTION: 22
RESPONSE: Tried it last year in 5th grade, the teachers thought it was too hard.

USER: N
QUESTION: 22
RESPONSE: VCR which can be set up to tape the telecast.

USER: N
QUESTION: 22
RESPONSE: Taping during the night.

USER: N
QUESTION: 22
RESPONSE: No time/ do not have time to tape program and receive guide daily. Teachers feel they do not have time to use it so they do not request it.

USER: N
QUESTION: 22
RESPONSE: We hope to have a modem and phone line installed this year. Then I hope that I can get teachers using this service.

USER: N
QUESTION: 22
RESPONSE: Apathy of teachers. I have made guides available and suggested use of CNN--no one has taken me up on it!

USER: N
QUESTION: 22
RESPONSE: We have a modem (and have had one for a year) but have been unsuccessful in getting someone to set up the equipment.

USER: N
QUESTION: 22
RESPONSE: Formerly (in 1989-90) CNN Newsroom was taped regularly; however, in 1990 our system received Whittle equipment and Channel One is broadcast together with student-produced local news program.

USER: N
QUESTION: 22
RESPONSE: A workshop with teachers to help them develop ways to use News in their classroom.

USER: N
QUESTION: 22
RESPONSE: We chose Channel One.

USER: N
QUESTION: 22
RESPONSE: Scheduling.

USER: N
QUESTION: 22
RESPONSE: Most teachers not interested or won't take time. Have cable but need phone line/modem. Classrooms not linked to media center nor is there a TV in each classroom.

USER: N
QUESTION: 22
RESPONSE: We have so many activities going on it is hard to fit anything else in.

USER: N
QUESTION: 22
RESPONSE: Program not suited for elementary audience.

USER: N
QUESTION: 22
RESPONSE: Too advanced. Too many subjects covered in one telecast.

USER: N
QUESTION: 22
RESPONSE: Perception that it is not appropriate for elem. school viewing.

USER: N
QUESTION: 22
RESPONSE: Program is low level (not in depth) for our students.

USER: N
QUESTION: 22
RESPONSE: Knowledge. Feasibility. Equipment.

USER: N
QUESTION: 22
RESPONSE: In portable classroom unit; no closed-circuit available. Too much trouble to carry VCR to portable each day.

USER: N
QUESTION: 22
RESPONSE: It is shown on our closed circuit system and I am in a trailer which is not hooked up to the closed circuit system.

USER: N
QUESTION: 22
RESPONSE: Do not currently have the equipment to receive CNN.

USER: N
QUESTION: 22
RESPONSE: Too difficult. Sample teacher's manual was much more interesting than the real thing.

USER: N
QUESTION: 22
RESPONSE: No time allowed for special programs. Overload of classes.

USER: N
QUESTION: 22
RESPONSE: Not as appropriate for elementary as other sources.

USER: N
QUESTION: 22
RESPONSE: When Channel One installed their system, it blocked out CNN. Still not right. CNN is the number one request of our social studies teachers.

USER: N
QUESTION: 22
RESPONSE: I have taped it in the past for one teacher. Equipment used to get guide was moved to another school. No one has requested it for past two years.

USER: N
QUESTION: 22
RESPONSE: Schedule--knowing when it is on. Teacher request.

USER: N
QUESTION: 22
RESPONSE: Must share televisions at grade level.

USER: N
QUESTION: 22
RESPONSE: Too advanced for many kindergarten students.

USER: N
QUESTION: 22
RESPONSE: Age appropriate material. (Elementary school)

USER: N
QUESTION: 22
RESPONSE: Not age appropriate for most part. (Elementary school)

USER: N
QUESTION: 22
RESPONSE: We use the Whittle Channel One.

USER: N
QUESTION: 22
RESPONSE: As a media specialist don't understand why not used. Equipment is not a problem. Only answer I get is that no one seems to have time.

USER:
QUESTION:
RESPONSE:

USER:
QUESTION:
RESPONSE:

USER:
QUESTION:
RESPONSE:

USER:
QUESTION:
RESPONSE:

USER:
QUESTION:
RESPONSE:

USER:
QUESTION:
RESPONSE: